

(IF YOUR SCHOOL IS ACCREDITED WITH WARNING, YOU MUST COMPLETE A COVER PAGE.
OTHERWISE, YOU MAY WISH TO START THIS PLANNING GUIDE ON PAGE FOUR.)

COVER SHEET INFORMATION

School Improvement Plan for the Period

8 VAC 20-131-310.F requires that the planning process extend its efforts over a three-year period. The starting and ending dates on this line must reflect a three-year period.

PLANNING CUE: When developing this plan, you will set goals that reflect desired outcomes at the end of three years. Objectives you develop to meet the goals will be completed within shorter periods of time, and should be updated each year.

Target Academic Areas

List the core academic areas for which the school is accredited with warning.

Plan Developed with Assistance From

8 VAC 20-131-310.F.1 requires that the plan be developed with the assistance of teachers, building administrators, central office administrators, parents, community members, and students. Place a check next to the groups that participated in your planning process.

PLANNING CUE: The level of involvement of each participant is at the discretion of the school leadership. School improvement research literature indicates that planning should be a collaborative effort. To ensure strong implementation of the plan, all the stakeholders should feel ownership. Ownership will be gained through collaborative analysis of data, selection of goals and objectives, and design of strategies.

Waivers

8 VAC 20-131-310.G.8 allows schools to apply to the State Board of Education for a waiver of certain sections of the *Standards of Accreditation* (SOA). Check “yes” if you are applying for a waiver for a specific SOA.

School Name

Place the full name of the school to which the plan applies on this line.

School Number

Place the seven-digit school number used for state reporting on this line. The first three digits identify your school division, and the last four identify your school.

Division

Place the full name of the school division on this line.

Grade Levels Served

List all grade levels served by the school on this line.

Amount of Time in the School Day Devoted to Instruction in the Core Areas

8 VAC 20-131-310.G.3 requires that the plan include the amount of time in the school day devoted to instruction in the core academic areas. 8 VAC 20-131-80, 8 VAC- 20-131-90, and 8 VAC 20-131-110 indicate the minimum number of hours required for core academic areas. List the number of minutes devoted to each individual core area each day for your school program (or equivalent, if using a block schedule).

Description of Data Reviewed

It is expected that, at a minimum, this plan will be based on student achievement results from the Standards of Learning tests. These data, and any other forms of data used to develop this plan, should be listed in this section.

PLANNING CUE: *Studies of high-performing schools have found that consistent and thorough collection, analysis, and use of student achievement data are critical to improving student achievement. Possible sources of data include*

- *Standards of Learning tests*
- *standardized tests*
- *division and school-wide assessments*
- *classroom assessments*
- *student report cards*

Other data should be used to identify possible strengths and weaknesses in the school program that may be affecting student achievement. These data include

- *student and staff attendance patterns*
- *student discipline records*
- *parent and community involvement indicators*
- *amount and use of instructional time*
- *time devoted to instruction and the instructional schedule*
- *teaching assignments*
- *instructional materials used by teachers*
- *instructional approaches used in the classroom*



PLAN COMPONENT

GOAL

The goal answers the question “What is the student performance result we wish to achieve based on the need found through data analysis?”

The goal is a statement of desired measurable outcomes derived from school needs identified through analysis of student achievement data. This area of the plan should clearly state your goal for improvement. The goal should

- be based on improving student achievement in one of the core academic areas
- state the desired outcomes in terms of improvement on the SOL test
- state the achievement of the goal in three years' time

PLANNING CUE: *The goal should be based on the core area cumulative, grade-level, or end-of-course SOL test-passing rate.*

SAMPLE PLAN: GOAL
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
or the Requirements to be Fully Accredited,
for Each of the Years Covered by the Plan
(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective:

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20 – 131-310.G.2)

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected

ADD ROWS AS NEEDED TO ACCOMMODATE NUMBER OF ASSESSMENT TOOLS.



PLAN COMPONENT

OBJECTIVE

The **objective** answers the question “What measurable outcomes inherent in the goal must we address to meet the goal?”

The objective can be thought of as a “sub-goal” that is more specific. The objective should

- address specific skills, content, or concepts that must be mastered to meet the goal
- include a measurable outcome of student achievement tied to specifically identified skills, content, or concept
- indicate intended improvement in less than the three-year period established in the goal

PLANNING CUE: The objective should be based on careful analysis of student achievement in the reporting categories of the core test targeted in the goal. Attention should also be paid to the item analysis information available. These data help pinpoint specific skills, content, and concepts that may need improvement.

SAMPLE PLAN: OBJECTIVE

**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
or the Requirements to be Fully Accredited,
for Each of the Years Covered by the Plan
(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective: By the end of the 2004-2005 school year, 70% of all third-grade students will receive a passing score in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20 – 131-310.G.2)

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected

ADD ROWS AS NEEDED TO ACCOMMODATE NUMBER OF ASSESSMENT TOOLS.



PLAN COMPONENT

SPECIFIC MEASURES OF STUDENT ACHIEVEMENT

The *measures of student achievement* answer the question “Are we making progress toward meeting the objective within the time frame indicated?”

The school improvement plan should be viewed as a working document. It is essential to monitor progress toward meeting the objectives. To do so, periodic assessment must be carefully planned and implemented, and the results analyzed. Data from the assessments should be used to validate success of the strategies implemented to meet the objectives. If success is not evident in the data, adjustments should be made to the strategies. The assessments should be carefully designed to ensure alignment with the outcome measures used in the goal and objective. The assessments should be

- administered periodically throughout the year
- designed as a consistent measure from student to student
- carefully written into the school improvement plan to ensure consistent and timely administration

PLANNING CUE: A careful analysis of the assessments used to measure student achievement should be made. Attention should be paid to the format, content, and level of the teaching/learning taxonomy of the assessments. This will ensure that all assessment tools used to measure progress toward meeting the goals and objectives are aligned with the curriculum and provide accurate measures of student achievement.

SAMPLE PLAN: MEASURE OF STUDENT ACHIEVEMENT
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
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for Each of the Years Covered by the Plan
(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20 – 131-310.G.2)

<i>Types of Assessments</i>	<i>Frequency of Measures and Data Collection</i>	<i>Evidence/Data to be Collected</i>
Grade-level math tests in SOL format designed by teams of teachers	Pre-test: September 5, 2002 Benchmark tests: November 30, 2002 and March 7, 2003	Student scores on pre-tests and benchmark tests Incremental data analyses
Hands-on performance assessments	All teachers will record data from one performance task each marking period.	Description of the performance test and correlation with SOL Student lists with comparative scores

ADD ROWS AS NEEDED TO ACCOMMODATE NUMBER OF ASSESSMENT TOOLS.



PLAN COMPONENT

STRATEGY

A *strategy* answers the question “What activities must we engage in to meet the objective?”

A strategy is the “game plan” being implemented to accomplish the objective and, ultimately, the goal. Carefully selected, planned, and implemented strategies are essential to the success of the plan. Select strategies that

- address potential reasons for low achievement identified through analysis of student achievement and school program data
- are proven through sound research to be effective in improving student achievement or have high potential to do so
- address how identified weaknesses in the instructional program can be strengthened
- specifically describe what is to be done and how it is to be implemented
- are NOT “more of the same.” If a strategy is already being implemented and has not improved student achievement, it should be eliminated or modified (based on implementation data) to achieve the desired outcomes

PLANNING CUE: Now attention shifts to the school instructional program. Data must be collected and analyzed to determine the positive and negative effects the current instructional program has on student performance. These data may include

- the written curriculum
- the actual, **taught curriculum**
- instructional approaches that are used to teach the curriculum
- teachers assigned to teach the curriculum
- materials, equipment, and supplies available and used to teach the curriculum
- time dedicated to teaching the curriculum
- support staff used to implement the curriculum

A good source of these data and suggestions for strategies is the PhaseI Academic Review report.

SAMPLE PLAN: STRATEGY

**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
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(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20 – 131-310.G.2)

Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7						

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 1:	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 2:	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						



PLAN COMPONENT

ACTION STEPS

The *action steps* answer the question “What do we need to do to ensure that we fully implement the strategy?”

The action steps are the individual tasks that must be completed to implement the strategy. Together, the action steps make up the plan for how to implement the strategy. Action steps should

- be specific in indicating exactly what is to be done
- sequentially lead to full implementation of the strategy

PLANNING CUE: *It is imperative at this point in the planning process to spend time carefully thinking through how to implement the strategy. If the action steps are well planned, implementation is more easily monitored.*

SAMPLE PLAN: ACTION STEP
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
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Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7						

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 3: Teachers will meet in grade-level teams to develop guide using forms and procedures from the workshop.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 4: K-3 teachers will meet to share guides and check for articulation.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 5: Teachers use pacing guides to plan/deliver instruction.	<input checked="" type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 6: Teachers meet monthly to monitor/adjust pacing.	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						



PLAN COMPONENT

ACTIVITY CODE

The code answers the question “How do the selected/designed strategies meet the requirements of the SOA?”

8 VAC 20-131-310 requires that each of the following activities be addressed by at least one strategy or action step in the plan

- G.4: Instructional practices designed to remediate students who have not been successful on SOL tests
- G.5: Intervention strategies designed to prevent further declines in student performance
- G.6: Staff Development
- G.7: Strategies to involve and assist parents in raising their child’s academic performance

Place a check next to the appropriate code numbers to indicate the descriptors, if any, that correlate to each strategy and action step.

PLANNING CUE: *The descriptors above are fairly broad and could be addressed by many strategies or action steps within strategies. However, not all strategies and/or action steps may address the descriptors. This in no way means they should be eliminated from the plan.*

NOTE: THIS COMPONENT IS ONLY REQUIRED OF SCHOOL ACCREDITED WITH WARNING

SAMPLE PLAN: ACTIVITY CODE
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
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Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7						

Strategy	8 VAC 20-131-310 Code <i>(place x by all that apply)</i>	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7						



PLAN COMPONENT

PROJECTED TIME FRAME

The *time frame* answers the question “When will we begin to implement each strategy and when will it be completely implemented?”

This is a three-year school improvement plan, therefore, not all strategies will begin and end in the same time frame. There also may be multiple action steps happening at different times to implement a single strategy. The time frame is important to planning and monitoring the implementation of the strategy and action steps. The time frame should

- designate a starting time and completion time for implementation within the three-year planning period
- demonstrate understanding that not all strategies can (or should) be implemented at the same time
- clearly lay out time frames for specific action steps leading to implementation of the strategy

PLANNING CUE: *When planning for implementation of the strategy and action steps, it is important to work for completion of implementation within a time frame that will allow for an assessment of the success of the strategy. To complete this part of the plan, first determine the time frame for full implementation of the strategy. Next, action steps are “back-mapped” with each action step completion date moving the strategy closer to full implementation. When specific dates are not appropriate, time frames can be designated at regular intervals, such as “end of the semester.”*

SAMPLE PLAN: TIMEFRAME

A Description of How the School Will Meet the Provisional Accreditation Benchmarks, or the Requirements to be Fully Accredited, for Each of the Years Covered by the Plan (8 VAC 20-131-310.G.1)

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Strategy	8 VAC 20-131-310 Code (place x by all that apply)	<i>Projected Time Frame</i>	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Completed guide by October 2002 Full use of guide beginning October 1, 2002					
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002					

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	<i>Projected Time Frame</i>	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	<i>Week of August 14, 2002</i>					



PLAN COMPONENT

PERSONS RESPONSIBLE

This section, *Persons Responsible*, answers the question “Who will be responsible for implementing each of the action steps or strategies?”

The school improvement plan should be a collaboration among the members of the school community. Through this collaboration, various people will take responsibility for ensuring that strategies are well implemented. This section should

- when possible, list the name and position of the person responsible for carrying out each action step
- list specific groups (for example, first-grade teachers) when it is not practical to list individual names

PLANNING CUE: *There may be more than one person responsible for implementing a strategy or an individual action step. In such cases, designate who is responsible and what that responsibility entails. For example: the lead teacher will organize a workshop, and all teachers from grades 3-5 will attend.*

SAMPLE PLAN: PERSON(S) RESPONSIBLE
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(8 VAC 20-131-310.G.1)**

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Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	<i>Person(s) Responsible</i>	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Completed guide by October 2002 Full use of guide beginning October 1, 2002	<i>Lead teachers from each grade level under the direction of the principal</i>				
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002	<i>Principal and planning committee chair</i>				

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	<i>Person(s) Responsible</i>	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Week of August 14, 2002	<i>Principal arranges</i>				



PLAN COMPONENT

FINANCIAL RESOURCES

This section, *Financial Resources*, answers the question “How much money do I need to implement this strategy or action step, and what will be source of the funds?”

8 VAC 20-131-310 requires that school plans include a description of the manner in which local, state, and federal funds are used to support the implementation of the plan components. This section should list

- estimated dollar amount needed to implement the strategy or action step
- intended use for the funds
- possible sources of the funds

PLANNING CUE: *Schools have multiple sources of funds to support improvement efforts. These include, but are not limited to, local staff development, SOL training initiative, local school budget funds, various federal programs, and grant funds. It is good practice to look at all the funding sources available, their requirements for use, and then to combine them under the school improvement plan.*

SAMPLE PLAN: FINANCIAL RESOURCES

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ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002	Principal and planning committee chair	<i>None</i>			

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed <i>(estimate amount and cite potential sources)</i> G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Week of August 14, 2002	Principal arranges	\$800 – SOL initiative for consultant \$200.00 - school discretionary funds for lunch \$500 – for supplies			



PLAN COMPONENT

OTHER RESOURCES NEEDED

This section, *Other Resources*, answers the question “What resources, other than financial resources, must be made available in order to implement the strategy?”

To ensure full implementation of the strategy and/or action step, other resources may be needed in addition to funding. These may include personnel time, equipment, space, and supplies. This section should

- list resources that will be needed that do not directly require new funds
- include resources that must be available to ensure implementation

PLANNING CUE: *This section of the plan describes exactly what will be needed in the way of non-monetary resources to implement the strategy. Careful consideration of the resources needed increases the likelihood of full implementation.*

SAMPLE PLAN: OTHER RESOURCES

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Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	<i>Other Resources Needed</i>	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 X G.5 X G.6 <input type="checkbox"/> G.7	Completed guide by October 2002 Full use of guide beginning October 1, 2002	Lead teachers from each grade level under the direction of the principal	Approx. \$1820 (see below)	• <i>Personnel</i> • <i>Professional development time</i>		
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002	Principal and planning committee chair	None	<i>None</i>		

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Week of August 14, 2002	Principal arranges	\$800 – SOL initiative for consultant \$200.00 - school discretionary funds for lunch \$500 – for supplies	• Staff development time • Workshop materials		



PLAN COMPONENT

EVIDENCE OF PLAN IMPLEMENTATION

This section, *Evidence of Plan Implementation*, answers the question “How will I know that the strategy has been fully implemented?”

The school improvement plan is only as good as the implementation of the strategies. The plan must be viewed as a working document with implementation consistently monitored. Strategies can be adjusted if they do not produce the desired gains in student achievement. However, the effectiveness of the strategy in improving student achievement cannot be truly measured if there is no evidence of quality implementation. Evidence of implementation should include

- collection of tangible artifacts demonstrating that the strategy or action step has been carried out
- a plan for evaluating the quality and consistency of the implementation
- assignment of responsibility for collecting evidence of implementation and evaluating the quality and consistency

PLANNING CUE: *This section of the plan should be carefully considered. The evidence should*

- *indicate that an action step or entire strategy has been carried out*
- *indicate the quality of implementation*
- *relate to the effect the strategy has had on student achievement*

If a strategy is not successful in moving the school toward meeting the objective and goal, there should be firm evidence that it was due to the strategy itself and not due to ineffective implementation of the strategy.

SAMPLE PLAN: EVIDENCE OF PLAN IMPLEMENTATION
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
or the Requirements to be Fully Accredited,
for Each of the Years Covered by the Plan
(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	<i>Evidence of Implementation of the Strategy</i>	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
<i>Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.</i>	<input type="checkbox"/> G.4 X G.5 X G.6 <input type="checkbox"/> G.7	Completed guide by October 2002 Full use of guide beginning October 1, 2002	Lead teachers from each grade level under the direction of the principal	Approx. \$1820 (see below)	<ul style="list-style-type: none"> Personnel Professional development time 	<ul style="list-style-type: none"> Completed copy of the guide Teacher lesson-planning documents referencing the guide 	
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002	Principal and planning committee chair	None	None	<ul style="list-style-type: none"> Contact notation; Contract 	

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	<i>Evidence of Implementation of the Strategy</i>	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	Week of August 14, 2002	Principal arranges	\$800 – SOL initiative for consultant \$200.00 - school discretionary funds for lunch \$500 – for supplies	• Staff development time • Workshop materials	• <i>Workshop agenda</i> • <i>Attendance roster</i>	

FULL SAMPLE PLAN
**A Description of How the School Will Meet the Provisional Accreditation Benchmarks,
or the Requirements to be Fully Accredited,
for Each of the Years Covered by the Plan
(8 VAC 20-131-310.G.1)**

Goal Statement: By the end of the 2005-2006 school year, 85% of all third-grade students will have passed the mathematics SOL test.

Objective: By the end of the 2002-2003 school year, 70% of all third-grade students will score above the scale score of 34 in the reporting category of Patterns, Functions, and Algebra on the mathematics SOL test.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time (8 VAC 20 – 131-310.G.2)

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Grade-level math tests in SOL format designed by teams of teachers	Pre-test: September 5, 2002 Benchmark tests: November 30, 2002 and March 7, 2003	Student scores on pre-tests and benchmark tests Incremental data analyses
Hands-on performance assessments	All teachers will record data from one performance task each marking period.	Description of the performance test and correlation with SOL Student lists with comparative scores

ADD ROWS AS NEEDED TO ACCOMMODATE NUMBER OF ASSESSMENT TOOLS.

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
Update the math curriculum document to include a pacing guide to assist teachers in planning and pacing instruction in Patterns, Functions, and Algebra.	<input type="checkbox"/> G.4 X G.5 X G.6 <input type="checkbox"/> G.7	Completed guide by October 2002 Full use of guide beginning October 1, 2002	Lead teachers from each grade level under the direction of the principal	Approx. \$1820 (see below)	<ul style="list-style-type: none"> • Personnel • Professional development time 	<ul style="list-style-type: none"> • Completed copy of the guide • Teacher lesson-planning documents referencing the guide 	
ACTION STEP 1: Contact curriculum consultant about developing pacing guides.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	By June 30, 2002	Principal and planning committee chair	None	None	<ul style="list-style-type: none"> • Contact notation • Contract 	
ACTION STEP 2: Have a workshop for teachers on how to develop a pacing guide.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 X G.6 <input type="checkbox"/> G.7	Week of August 14, 2002	Principal arranges	\$800 – SOL initiative for consultant \$200.00 - school discretionary funds for lunch \$500 – for supplies	<ul style="list-style-type: none"> • Staff development time • Workshop materials 	<ul style="list-style-type: none"> • Workshop agenda • Attendance roster 	

Strategy	8 VAC 20-131-310 Code (place x by all that apply)	Projected Time Frame	Person(s) Responsible	Financial Resources Needed (estimate amount and cite potential sources) G.9	Other Resources Needed	Evidence of Implementation of the Strategy	OCTOBER 1 STATUS (If not implemented according to projected time frame, provide explanation.)
ACTION STEP 3: Teachers will meet in grade-level teams to develop guide using forms and procedures from the workshop.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	9/1- 9/15/02	Grade-level chairpersons	None	<ul style="list-style-type: none"> • Copies of forms from workshop • Copies of procedure from workshop • District curriculum guides • SOL Blueprints • DOE Resource Guides • DOE Scope and Sequence 	<ul style="list-style-type: none"> • Principal visits to each team meeting • Teams submit to principal written report of progress in guide development • Roster 	
ACTION STEP 4: K-3 teachers will meet to share guides and check for articulation.	<input type="checkbox"/> G.4 <input type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	9/15- 9/30/02	Principal arranges	\$300 – instructional fund for materials and supplies \$20.00 of discretionary funds for refreshments	Staff time after school	<ul style="list-style-type: none"> • Copies of guides • Meeting roster 	
ACTION STEP 5: Teachers use pacing guides to plan/deliver instruction	<input checked="" type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input type="checkbox"/> G.6 <input type="checkbox"/> G.7	10/1/2002-6/1/2003	<ul style="list-style-type: none"> • Teachers implement • Principal monitors 	None	Guides	<ul style="list-style-type: none"> • Lesson plans • Classroom observations 	
ACTION STEP 6: Teachers meet monthly to monitor/adjust pacing.	<input type="checkbox"/> G.4 <input checked="" type="checkbox"/> G.5 <input checked="" type="checkbox"/> G.6 <input type="checkbox"/> G.7	10/1/2002-6/1/2003	Grade-level chair	None	None	<ul style="list-style-type: none"> • Pacing guides • Meeting minutes 	